

Unit: Mesopotamia (Grade 5)

Content Area: **Generic Content Area**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will study civilizations and empires in the Fertile Crescent.

Transfer

Students will consider

- the differences between hunter-gatherer societies and the ancient Sumerians.
- their experiences about a system of writing they may have tried to learn, such as calligraphy.
- examples of being treated "unfairly" and the meaning of "an eye for an eye."
- how different civilizations form communities, trade for goods, and create art and architecture.
- how geography affects where people live and list ways that people adapt to different places.

Meaning

Understandings

The students will demonstrate the following enduring understandings:

- cultural practices can be passed along through trade even after a civilization has disappeared.
- geography affects the way civilizations develop.
- technological innovations can enable one group to conquer another group.

Essential Questions

Students will keep considering...

- What are the consequences of technology?

Application of Knowledge and Skill

Students will know...

Students will know...

- Sumer had a class system in which priests and kings held power.
- Assyrians and Persians created and governed vast empires.
- Hammurabi's Code defined laws that united the empire.
- Mesopotamian cultures made lasting contributions to the arts.
- Phoenicians spread Mesopotamian civilization through ocean trade.
- Sargon conquered Sumerian city-states to create an empire.
- The Fertile Crescent sustained the first known civilization.
- The Phoenician alphabet was a significant contribution.

Students will be skilled at...

Students will be able to:

- analyze causes and effects of the first empires.
- categorize information to conduct a Phoenician trade exercise.
- draw conclusions about Hammurabi's Code and its impact on modern laws.
- identify and create a modern "standard."
- identify main ideas and details about the Standard of Ur.
- summarize how Assyrian and Persian empires were governed.
- summarize information about the Phoenicians.
- work in teams to plan Babylon's restoration.

Academic Vocabulary

<http://quizlet.com/45006402/chapter-3-the-fertile-crescent-flash-cards/>

- export - is a good or service produced within a country and sold outside the country's borders.
- ally - an independent state that works with other states to achieve a shared military or political goal.
- alphabet - a small set of letters or symbols, each of which stands for a single sound.
- barter - trading system in which people exchange goods directly without using money.
- cavalry - soliders that fight while riding horses
- city-state - an independent state that includes a city and its surrounding territory.
- colony - an area ruled by a distant country.
- cultural diffusion - the spreading of cultural traits from one region to another.
- cultural trait - an idea or a way of doing things that is common in a certain culture.
- cuneiform - a system of writing that uses triangular-shaped symbols to stand for ideas or things.
- currency - money that is used as a medium of exchange, usually bills or coins.
- empire - a state containing several countries or territories.
- Fertile Crescent - a region of the Middle East that stretches in a large crescent-shaped curve from the Persian Gulf to the Mediterranean Sea.
- Hammurabi's Code - a set of laws that governed life in the Babylonian empire.
- import - is a good or service sold within a country that is produced in another country.
- irrigate - supply water to crops.
- Mesopotamia - a wide flat plain in present-day Iraq. This plain lays between two great rivers, the Tigris and the Euphrates.
- navigation - the art of steering a ship from place to place
- polytheism - the belief in more than one god.
- rule of law - the idea that all members of a society - even the rich and powerful - must obey the law. A key part of modern democratic principles.
- standing army - a permanent army of professional fighters.
- tribute - payment that is made by a country to show loyalty to a stonger power.
- ziggurats - temples that were pyramid-shaped brick towers.

Learning Goal #1

Early river civilizations developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

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|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LA.RI.5.1 | Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| LA.RI.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |

LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Identify the reasons why the Fertile Crescent was able to support the earliest known civilizations.

SOC.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
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Target 2

Explain why Phoenicia's location was perfect for trade.

SOC.6.2.8.B.2.a

Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

Learning Goal #2

Analyze the impact of religion on daily life, government, and culture in various early civilizations.

LA.RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA.W.5.2.A

Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

LA.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LA.W.5.2.C

Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

LA.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.5.2.E

Provide a conclusion related to the information of explanation presented.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

SOC.6.2.8.D.2.a

Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

- TECH.8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- TECH.8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Target 1

Explain what made the priests powerful in Sumerian Society.

- SOC.6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

Target 2

Trace how kings replaced priests as rulers of Sumerian city-states.

- SOC.6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

Target 3

Describe Persia's role with government and religion.

- SOC.6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

Learning Goal #3

Explain how the development of written language transformed all aspects of life in early river valley civilizations.

- LA.RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- LA.W.5.2.A Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- LA.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- LA.W.5.2.C Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- LA.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Identify who made the world's first writing system and why.

SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
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Target 2

Explain how law codes helped to govern life in the Fertile Crescent.

SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
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Learning Goal #4

Analyze the factors that led to the rise and fall of various early river civilizations and determine whether there was a common pattern of growth and decline.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Identify the causes and effects of the conquest of Sumer.

SOC.6.2.8.D.2.c

Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Target 2

Describe the rise and fall of the Babylonian Empire.

SOC.6.2.8.D.2.c

Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Target 3

Explain how the Assyrians organized their government.

SOC.6.2.8.D.2.c

Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Target 4

Discuss how the Persians were able to conquer Babylon.

SOC.6.2.8.D.2.c

Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Learning Goal #5

Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of class system in early river valley civilizations.

LA.RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA.W.5.2.A

Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

LA.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LA.W.5.2.C

Link ideas within paragraphs and sections of information using words, phrases, and

	clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Identify the effect of an increased food supply due to new technologies had on the population and the growth of city-states.

SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
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Target 2

Identify the causes and effects of how the Assyrians became powerful warriors.

SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
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Target 3

Explain the cultural impact of the Phoenicians.

SOC.6.2.8.C.2.a

Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

Learning Goal #6

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

LA.RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA.W.5.2.A

Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

LA.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LA.W.5.2.C

Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

LA.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.5.2.E

Provide a conclusion related to the information of explanation presented.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

SOC.6.2.8.D.2.d

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

TECH.8.1.5.A.2

Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Identify the achievements of the ancient Sumerians.

SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
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Target 2

Explain how Darius changed the Persian empire.

SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
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Target 3

Compare the artistic traditions of the various Mesopotamian empires.

SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
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Target 4

Identify the most lasting contribution of the Phoenician civilization.

SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
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Summative Assessment

Common Summative Assessment via Linkit!:

WMS Gr5 Mesopotamia CA GenEd 2015-2016

Formative Assessment and Performance Opportunities

Chapter 3 Test Form A

Chapter 3 Test Form B

Online Chapter Test

Online Chapter Posttest

myWorld Activity: Mesopotamian Trade and Transport

21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

Accommodations and Modifications

Pearson myWorld Resources:

myWorld Activity: Mesopotamian Trade and Transport (modifiable)

Hip Hop History

Audio Review

Writing Practice and Modifications:

Essential Question Writer's Workshop- Review of the four basic steps of the writing process: prewrite, draft, revise, present

- What are the consequences of Technology?

ELL Accommodations:

Pearson MyWorld etext in Spanish

Spanish Audio Review: Chapter 3

Enrichment opportunities: Advanced Social Studies 5-8; more complex text; student research opportunities

Differentiation: 504 accommodations and IEP modifications; text to speech option in online text and for other informational text - online tools are available: (<https://www.naturalreaders.com/>)

Every 5th grade student takes the Mesopotamia Assessment. Students who are reading below grade level are provided a passage that is on their reading level. Student who are reading on an advanced level are provided with the advanced passage.

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments

Unit Resources

- black line masters
- guest speakers
- Interactive whiteboard activities
- Internet
- supplemental textbooks/teacher resources
- Social Studies Notebook
- videos and online videos
- ProGuide
- Activity Cards
- myWorldHistory.com
- Essential Question posters
- myWorld History wall maps
- Student Journal
- Primary Source Documents: The Mini-DBQ Project Binders

Digital Resources:

- Google Expedition
- The Big History Project -<https://school.bighistoryproject.com/bhplive>
- C3 Teachers - Inquiry Based Activities: Agriculture - <http://www.c3teachers.org/inquiries/agriculture/>
- Wonderopolis - Where is the Fertile Crescent? <http://wonderopolis.org/wonder/where-is-the-fertile-crescent>
- Kids Past.com- <http://www.kidspast.com/world-history/0025-rise-of-civilizations.php>

Interdisciplinary Connections

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.